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ABSTRACT

This manual is an outline of instruction and unit lessons developed for and intended to be used as an integral part of pre-employment training programs. It is designed to provide training activities related to job preparation and employment. Emphasis is placed on encouraging each trainee to develop an awareness of positive personal traits which ultimately will affect him and his community. Trainee-centered activities have been developed to make material more meaningful and applicable to each individual. The units included are: applying for a job, developing a positive attitude, developing positive employer--employee attitudes, developing positive coworker attitudes, developing positive spending attitudes, developing positive personal care attitudes. A 52-page appendix contains unit objectives and lesson plans for each unit, subdivided into content, specific objectives, suggested activities, methods, evaluation, and materials. (SA)

ED 092671

# WORK

# AND

# LIFE

# ADJUSTMENT SKILLS

PRELIMINARY DRAFT - FOR DISCUSSION ONLY

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# WORK AND LIFE ADJUSTMENT SKILLS

Compiled by
HOWARD L. NEWBY
Trade and Industrial
and
KEITH HERRING
Cooperative Education

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Direct inquiries to:
RESEARCH AND CURRICULUM UNIT
Drawer DX
Mississippi State, Mississippi 39762

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## Foreword

The following is an outline of instruction and unit lessons developed for and intended to be used as an integral part of pre-employment training programs. This material is designed to provide training activities related to job preparation and employment. Emphasis is placed on encouraging each trainee to develop an awareness of positive personal traits which ultimately will affect him and his community. The material is a result of several conferences held in Jackson which included personnel representing Packard Electric Company, General Motor's Institute, Vocational-Technical Division of Mississippi State Department of Education, and the Research and Curriculum Unit.

Modifications are expected to be made in this training program to correlate training objectives and trainee activities. Necessary and appropriate changes will be made by industrial personnel, local vocational directors, training instructors, and other personnel, as training needs and the industrial environment warrant.

The contents of this outline and supportive instructional material will be implemented to meet predetermined training objectives. Trainee-centered activities have been developed to make the material more meaningful and applicable to each individual involved in the training program. The development of positive personal traits is one of the major goals of pre-employment training.

## How to Use This Publication

1. Turn to the TABLE OF CONTENTS and note the listing of each unit. Review and study the outline of each unit.

2. Read and study each lesson to determine the materials needed for instructional purposes.

3. Using the BIBLIOGRAPHY as a guide, purchase books to begin a classroom library or reference center.

4. Plan well in advance what to teach. Choose the unit to be taught from the TABLE OF CONTENTS. The units and level of instruction will be determined by the trainee enrolled. Do not attempt to teach directly from the outline or individual lessons.

   a. Select the unit or lesson references from the reference center.

   b. Select the lesson to be taught and prepare any additional material needed during presentation. Things which should be considered during the presentation of a lesson include: (1) outline of content, (2) specific objectives, (3) suggested activities, (4) methods, (5) evaluation, (6) materials, (7) availability of films, filmstrips, and transparencies to make sure they can be obtained prior to the presentation of each lesson, and (8) the names of local resource personnel who can assist during lesson presentation. The lesson should be presented in a logical sequence so that all important points will be covered.

   c. Plan trainee assignments in accordance with references from which lesson information will be presented.

   d. Make sure that each trainee understands the purpose of each activity as presented in individual lessons.

   e. If any information must be secured for classroom use by the trainee, make sure he knows in advance the type information needed for each activity.

   f. Acquire or construct visual aids that will be helpful during the presentation of the lesson.

5. Keep all activities as closely related to specific jobs as possible.

6. Make all assignments in advance and keep trainees informed as to the type materials or activities to be covered in each unit. Hand out appropriate information prior to the assignment of each activity.

7. Make group assignments in relation to trainees' abilities and interests. Evaluate individual abilities and try to establish a balanced group.

8. As training advances, leadership ability of individual trainees will emerge; therefore, it may be necessary to make changes in certain groups.

9. Evaluate each trainee's progress regularly and keep a written record for future reference.

10. An asterisk (*) is used in individual lessons to indicate specific information needed during presentation. This material has been included at the end of each lesson without a reference explaining individual asterisks.

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**AM I QUALIFIED?**

## Unit I

## Applying for a Job

OBJECTIVES:

Each trainee will be able to accurately complete and return an application form within 1 hour.

Each trainee will be able to properly prepare for and participate in an interview.

Each trainee will develop a certain degree of self-confidence and poise during and after an interview.

The following is an outline of suggested information which could be covered in preparation for application and interview for a job by trainees.

A. Complete Application Form

1. Personal data

a. Name

b. Address

c. Telephone number

d. Date of birth

e. Marital status

f. Other

2. Physical data

   a. Height

   b. Weight

   c. Color of eyes

   d. Color of hair

   e. Condition of health

      (1) Excellent

      (2) Good

      (3) Fair

   f. Handicaps or physical impairments

      (1) Sight

      (2) Hearing

      (3) Speech

      (4) Hands

      (5) Feet

      (6) Other

   g. Serious illness or surgical operation (recently)

   h. Other

3. Educational center(s) attended

   a. Grade school

   b. Junior high school

   c. High school

   d. Business or vocational school

   e. College

   f. Other

4. Work experience

a. Former work experience [specific job(s)] and dates of employment

b. Skilled jobs performed

c. Present and former employer(s) during past three years

d. Three references (other than relatives)

e. Type work desired

f. Special interest or hobby

g. Other

5. Conviction of criminal offense(s)

a. Date

b. Place

c. Offense

d. Final action

e. Exclude traffic violations

6. Other necessary information

B. Interview

1. How to prepare

a. Review personal data

(1) Date of birth

(2) Social security number

(3) Dates of educational or vocational training

(4) Names and addresses of present and former employer(s)

(5) Other

b. Obtain information about company

(1) Purpose of company

(a) Type products manufactured or handled

(b) Type of services provided

(2) Location of plants and outlets

(3) Growth record

(4) Kinds of jobs available

(5) Job qualifications

c. Dress appropriately

(1) Wear clean neatly pressed clothes

(2) Dress according to job requirements

(3) Avoid showy jewelry

(4) Clean teeth and fingernails

(5) Avoid excessive use of make-up

(6) Avoid irritating mannerisms

(a) Do not have a breath odor

(b) Do not smoke

(c) Do not chew gum

(d) Do not have a toothpick in your mouth

2. What to do

a. Answer questions about yourself

(1) Birthplace

(2) Present residence

(3) Education

(4) Skills you possess

(5) Past experience

(6) Why you want to work for the company

(7) Hobbies

(8) People you know who work there

(9) Salary or wage you expect

b. Take a skill or intelligence test

(1) Follow directions carefully

(2) Attempt all sections or parts

c. Ask questions about job

(1) Amount of salary or wage

(2) Method of payment

(3) Hours of work

(4) Type work to be performed

(5) Vacation leave

(6) Sick leave

(7) Name of supervisor

(8) Other policies

3. How to conduct yourself

a. Practice good oral English

(1) Use correct grammar

(2) Pronounce words properly

(3) Speak clearly

(4) Avoid slang expressions

b. Be courteous

(1) Arrive about five minutes early

(2) Give your name to the secretary or receptionist

(3) Wait patiently

(4) Introduce yourself to the interviewer

(5) Identify the position you are seeking

(6) Shake hands if interviewer offers to

(7) Be seated at interviewer's request

c. Demonstrate maturity

(1) Go alone for interview

(2) Appear confident

(3) Be decisive

(4) Accept refusal gracefully

d. Be pleasant

(1) Smile

(2) Be cheerful

(3) Don't complain

(4) Don't criticize former employers

(5) Don't argue

e. Take it easy - but not too easy

(1) Don't slouch

(2) Don't lean on desk or chair

(3) Don't play with ring or bracelet

(4) Don't play with your hair

(5) Don't giggle

A SMILE — MAKES A DIFFERENCE

## Unit II

## Developing a Positive Attitude

OBJECTIVES:

Each trainee will be able to define the word attitude according to the definition given by Earl Nightingale or Webster's Dictionary and write the definition on a sheet of paper within 5 minutes.

Each trainee will be encouraged to develop positive attitudes. He will be able to identify and list at least 5 positive and 5 negative attitudinal traits within a period of 20 minutes.

Each trainee will be able to list at least 5 factors which contribute to a positive attitude within a period of 15 minutes.

Each trainee will be able to explain and express in written form not to exceed 1 page why attitudes are hard and sometimes almost impossible to change. Each trainee will be able to complete this assignment within 45 minutes.

Each trainee will be able to identify at least 1 negative attitude which he presently holds and tell how he plans to change in a period of 15 minutes.

Each trainee will be able to give a realistic estimate of time required to bring about this change. Each trainee will be able to complete the above information within a period of 30 minutes.

Each trainee will be able to list at least 10 negative attitudinal traits he has observed in others which he would like to see changed into positive traits. Each trainee will be able to complete the above information within a period of 30 minutes.

The following is an outline of factors which must be covered to help the trainee identify and develop positive attitudes.

A. Define Attitude
    1. Types
        a. Positive
        b. Negative
    2. Effects
        a. Good
        b. Fair
        c. Bad

B. Identify Sources of Attitudinal Traits
    1. Parents
    2. Peers
        a. Friends
        b. Co-workers
    3. Immediate superior
    4. Locale
    5. Economic factors
    6. Self

C. Develop Methods of Change

1. Individual's ability to control

a. State of mind

(1) Expect success

(2) Be persistent

b. Personal desire

(1) Be patient

(2) Be practical

2. Change of habits

a. Choose correct replacement

b. Change by repetition

**WE MUST HANG TOGETHER**

**OR**

**ASSUREDLY WE SHALL HANG SEPARATELY**

**BENJAMIN FRANKLIN**

## Unit III

## Developing Positive Employer - Employee Attitudes

OBJECTIVES:

Each trainee will be able to complete a list of at least 5 positive employee attitudinal traits within a period of 20 minutes.

Each trainee will be able to list at least 5 desirable traits which he expects his employer to observe. This listing will be completed within 20 minutes.

Each trainee will write a short paper describing the effects of a poor working relationship with supervisors or other group leaders on department or plant production. This paper will not exceed 2 pages and will be completed within a period of 45 minutes.

The following is an outline of major factors which should be considered when covering material related to employer - employee relationships.

A. Duties and Responsibilities of Employee

1. Be dependable

a. Arrive on time

b. Be at work every day

(1) Call in if sick

(2) Obtain approval prior to absence if possible

(3) Secure dependable transportation

c. Do work assigned

2. Be honest

a. Put in a full day's work

(1) Work at your capacity

(2) Help others achieve production

(3) Build a quality product

b. Keep accurate records

c. Admit mistakes

d. Respect company property

(1) Don't intentionally damage company property

(2) Don't steal

3. Be cooperative

a. Cooperate with superiors

b. Follow instructions

c. Work <u>with</u> not against co-workers

d. Dealing with criticism

(1) Purpose of criticism

(a) To help eliminate errors or mistakes

(b) To increase production

(c) To improve job skills

(2) Methods of handing criticism

(a) Smile

(b) Consider it constructive

(c) Take advantage of remarks

4. Show initiative

a. Look for ways to improve quality of work

b. Ask questions

c. Improve your skills

(1) Enroll in company training or improvement courses

(2) Take advantage of training outside plant

d. Be enthusiastic

(1) Maintain a positive attitude

(2) Accept additional responsibility

B. Responsibilities of Employer

1. Provide proper work environment

a. Adequate equipment and supplies

b. Safe working conditions

c. Appropriate breaks

2. Provide opportunity for advancement

a. Periodic in-service training

b. Recognition for training done off the job

c. Advancement based on merit (not age, race, or sex)

d. Notice of job openings in plant

3. Pay adequate wages

a. Federal minimum wage

b. Periodic pay raises

4. Problems in employer - employee relations

   a. Tardiness

   b. Absenteeism

   c. Dishonesty

   d. Unsafe working conditions

   e. Low pay

   f. Dead-end jobs

**ARE YOU A PART OF THE TEAM?**

## Unit IV

## Developing Positive Co-Worker Attitudes

OBJECTIVES:

Each trainee will be able to complete a list of at least 5 attitudinal traits which are essential when working with other people. This listing will be completed within a period of 20 minutes.

Each trainee will be able to list at least 10 negative attitudinal traits held by his co-worker he would like to see changed. This listing will be completed within 30 minutes.

Each trainee will write a short paper describing the effect a poor working relationship with co-workers can have on production and personal job interest. This paper will not exceed 2 pages and will be completed within a period of 45 minutes.

Each trainee will identify at least 1 negative attitude which he has a tendency to hold against or exhibit toward co-workers. The trainee will express in written form why he holds these views and explain how he hopes to change this negative attitudinal trait. This paper will not exceed 1 page and will be completed within a period of 30 minutes.

The following is an outline which should be considered when discussing co-worker attitudes.

A. Importance of good human relations

1. Satisfies basic needs

a. To be accepted

b. To be valued

2. Increases production

a. Increases profits for company

b. Raises employee wages

B. Elements of human relations

1. Adequate self-concept

a. Maintain a positive attitude

(1) Believe in yourself

(2) Begin each job with confidence

b. Develop a good sense of humor

(1) Be able to laugh at yourself

(2) Be able to enjoy life

2. Feeling for others

a. Be tactful

(1) Don't hurt others' feelings intentionally

(2) Don't attempt to obtain personal information

b. Be tolerant

(1) Don't require everyone to dress, act, or believe as you do

(2) Don't prejudge people

c. Be understanding

(1) Don't take every sarcastic remark seriously

(2) Realize that you're not the only one with problems

C. Problems in human relations

1. Gossip

2. Goldbricking

3. Teasing & criticism

4. Man - woman conflicts

5. Arguments & fights

D. Techniques or methods of dealing with problems

1. Listen more than you talk.

2. Consider the other person's point of view before you lose your temper.

3. Remember that teasing can be a sign that people like you.

4. Don't hesitate to talk things out.

5. Don't try to impress your co-workers.

6. Build new friendships carefully.

7. Realize that you can learn an lot from other people.

**PROPER BUDGETING MAKES A DIFFERENCE**

Unit V

Developing Positive Spending Attitudes

OBJECTIVES:

Each trainee will be able to complete a listing of major items which go into the construction of a family budget. He will be able to list these items within a period of 1[illegible] minutes.

Each trainee will be able to compile a list of items which is essential to meet individual family needs. He will be able to construct a budget which reflects these needs and provides a means for satisfying specific needs. Each trainee will be able to complete a rough monthly budget within a period of 1 hour.

Each trainee who is employed will be able to identify factors which will help him meet his financial obligations and properly plan for future needs.

The following is an outline of material which should be used when teaching basic principles involved in budgeting.

A. Purpose of Spending Plan

1. Rising cost of living

2. Unexpected expenses

3. Security in knowing you have planned ahead

B. Construction of spending plan (HFC method)

1. List estimated expenses

a. Goals

(1) Immediate

(2) Near Future

(3) Future

b. Income

(1) Weekly

(2) Bi-Weekly

(3) Monthly

c. Future fixed expenses

(1) Rent

(2) Utilities

(3) Insurance

(a) Health & accident

(b) Liability

(c) Credit life

(d) Personal property

(4) Taxes

(a) Income

(b) Personal property

(c) Real estate

(5) Payments

(a) Loans

(b) Installment purchases

(c) Other

d. Future flexible expenses

(1) Clothing

(2) Contributions

(3) Home furnishings & equipment

(4) Medical expenses (not covered by insurance)

(5) Cushion for unexpected expenditures

(6) Recreation

(a) Movies

(b) Radio, television

(c) Hobbies

(d) Other

(7) Education expenses

e. Unpaid bills

f. Day to day living costs

(1) Food

(2) Laundry

(3) Household supplies

(4) Car upkeep and transportation

(5) Grooming aids

g. Personal allowances

(1) Fixed expenses (necessary items)

(2) Flexible expenses (spending money)

2. Make preliminary spending plan

a. List income for budget period and year

b. Subtract each expense above

3. Revise plan; cut back if necessary

   a. Look at future flexible expenses

   b. Change schedule of payments for old bills

   c. Review each item

   d. Borrow only as a last resort

4. Make final plan

   a. Check expenses against income for several months

   b. Revise if necessary

   c. Stick to your plan; it will pay off.

C. Saving

1. Bank

2. Savings & loan association

3. Credit union

4. Investment

   a. Stock

   b. Bonds

   c. Real estate

D. Credit

1. Types

   a. Personal loan

   b. Mortgage

   c. Installment contract

2. Sources

   a. Bank

   b. Savings & loan association

   c. Credit union

   d. Government agencies

   e. Life insurance policies

   f. Loan or finance company

E. Management of credit

1. When to borrow

2. Where to borrow

3. How to borrow

**GOOD HEALTH IS IMPORTANT**

## Unit VI

## Developing Positive Personal Care Attitudes

OBJECTIVES:

Each trainee will be able to compile a listing of major items which should be included in a personal hygiene program. He will be able to list these items within a period of 15 minutes.

Each trainee will be able to describe in detail the purpose and importance of each phase of a personal hygiene program and how it affects his personal well-being and his relationship with co-workers, in a paper which will be completed within a period of 2 hours.

The following is an outline of factors which should be covered when helping the trainee identify personal care needs.

A. Personal hygiene
    1. Bathing
        a. Soap
        b. Scrub
        c. Rinse
        d. Dry
        e. Use deodorant

2. Care of hair

    a. Wash

    b. Comb

    c. Brush

3. Care of teeth

    a. Brush regularly

    b. Rinse mouth after meals

    c. Visit dentist regularly

4. Care of hands and feet

    a. Wash

    b. Clean under nails

    c. Trim nails

    d. Remove cuticles

B. Health

1. Physical

    a. Eat properly

    b. Exercise regularly

    c. Get enough sleep

    d. Get checkups regularly

2. Mental

    a. Develop positive attitudes

    b. Do not worry unnecessarily

    c. Learn to enjoy and appreciate life

3. Social

    a. Meet civic responsibilities

    b. Participate in community affairs

C. Safety

1. Traffic safety

   a. Drive carefully

   b. Watch for pedestrians

   c. Use car safety equipment

2. Safety in the home

   a. Inspect home regularly for safety hazards

   b. Read labels carefully on insecticides, explosives, etc.

3. Safety on the job

   a. Follow plant safety regulations

   b. Report unsafe conditions

   c. Learn emergency procedures

4. Recreational safety

   a. Never swim alone

   b. Be careful when hunting

   c. Follow boating regulations

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5797 New Peachtree Rd.
Atlanta, Georgia 30340
William O. Fly (Manager) 404/633-2651

THE INNER MIND OF MILTON WHITTY. Film: 18 1/2 minutes, color, $25 per week.

Audio-Visual Services
Kent State University
Kent, Ohio 44242
216/672-2072

Electrical Safety in the Home. Film:

The National Drivers Test. Film:

Steps Toward Maturity and Health. Film: 10 minutes, color, $5.00 rental.

Changing Times Education Service
1729 H Street N.W.
Washington, D. C. 20006

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386 Park Avenue South
New York, New York 10016

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Household Finance Corporation
Prudential Plaza
Chicago, Illinois 60601

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2. Children's Spending
3. For Young Moderns
4. Your Food Dollar
5. Your Clothing Dollar
6. Your Housing Dollar
7. Your Home Furnishings Dollar
8. Your Equipment Dollar
9. Your Shopping Dollar
10. Your Automobile Dollar
11. Your Health and Recreation Dollar
12. Your Savings and Investment Dollar

National Safety Council
425 N. Michigan Avenue
Chicago, Illinois 60611
(write for information in areas of particular relevance to your program)

Nightingale-Conant Corporation
333 N. Michigan Avenue
Chicago, Illinois 60601

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North Dakota Research Coordinating Unit
State Board for Vocational Education
State Office Building
900 East Boulevard
Bismarck, North Dakota 58501

Murphy, Patricia D. Teaching for Employability. 1972.

Research and Curriculum Unit
Drawer DX
Mississippi State, Mississippi 39762

FILMS:

Dealing with Problem People. 8 min. each. Color.

a. The Scoffer
b. The Disorderly Worker
c. The Hothead
d. The Forgetter

Down and Out. 10 minutes, Color.

Job Interview: Men. 16 minutes, Color.

Job Interview: Women. 17 minutes, Color.

On Every Hand. 10 minutes, Color.

Your Job: Applying for It. 13 1/2 minutes, Color.
Your Job: Fitting In. 16 minutes, Color.
Your Job: Getting Ahead. 13 1/2 minutes, Color.
Your Job: Good Work Habits. 13 1/2 minutes, Color.
Your Job: You and Your Boss. 16 minutes, Color.

Using Money Wisely. 18 minutes, Color.

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Jackson, Mississippi 39205

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Cincinnati, Ohio 45237

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U. S. Dept. of Labor
Employment Standards Administration
Wage & Hour Division
Rm. 675 Milner Bldg.
210 S. Lamar Street
Jackson, Mississippi 39201

Information related to: Age Discrimination in Employment Act of 1967. (P.L. 90-202)

U. S. Dept. of Labor
Equal Employment Opportunity Commission
Jackson, Mississippi 39201
(Call Federal Switchboard, ext. 457)

Information related to: Title VII of Civil Rights Act of 1964.

U. S. Dept. of Labor
Occupational Safety and Health Administration
Suite 587
1375 Peachtree St. N.E.
Atlanta, Georgia 30309
(Ph. 526-3573)

Information related to: Occupational Safety and Health Act of 1970. (P.L. 91-596)

# APPENDIX

APPLYING FOR A JOB

(8 hrs. instruction)

Unit Objective

The trainee will demonstrate his ability to complete an application form accurately, legibly, and neatly. He will demonstrate his ability to conduct himself properly during a personal interview.

Lesson 1

I. Content:

A. Completing an application form

1. Techniques
2. Personal data
3. Physical data
4. Educational background
5. Prior work experience
6. Criminal record
7. References

II. Specific Objectives:

Each trainee will:

A. Complete an application form accurately, legibly and neatly within a thirty-minute period.

B. Prepare a personal employment folder containing all of the information usually required on an application form.

III. Suggested Activities:

A. Have trainees practice filling out several different types of application forms. Emphasis should be placed on reading each section of the application carefully before filling it out.

B. Help each trainee prepare a personal employment folder.

C. Make sure that everyone has a social security card and a certified copy of his birth certificate.

D. Show film - Your Job: Applying for It

IV. Methods

A. Demonstration

B. Learning by doing

V. Evaluation

Each trainee will complete an application form in the specified time, under specified conditions. (See objective 'A' on the previous page.)

VI. Materials

A. Several sample application forms for each trainee

B. A ballpoint pen for each trainee

C. A 9" x 12" manila envelope for each trainee

D. Paper

E. Film, Your Job: Applying for It (R/CU Library)

Lesson 2: The Personal Interview
(4 hrs. instruction)

I. Content

A. How to prepare

1. Review personal data

2. Obtain information about company

3. Dress appropriately

B. What to do

1. Answer questions about yourself

2. Take a skill or intelligence test

3. Ask questions about the job

C. How to conduct yourself

1. Practice good oral English

2. Be courteous

3. Demonstrate maturity

4. Be pleasant

5. Take it easy - but not too easy

II. Specific Objectives:

Each trainee will:

A. Handle himself with poise in a simulated interview.

B. Answer questions about himself honestly and clearly.

C. Appear for a simulated interview dressed appropriately.

D. Demonstrate his knowledge of appropriate conduct during an interview by constructively criticizing simulated interviews involving his fellow trainees.

III. Suggested Activities:

A four-step process for teaching interview might consist of:

1. Show film(s) Job Interview: Men; Job Interview: Women, and have the

class select the best applicant in each situation. A general discussion should then be used to establish criteria for judging job applicants.

2. Conduct a simulated interview for a position advertised in the newspaper. Brief each applicant, having one appear sloppy, one very nervous, etc.
3. Using the criteria established above, let the class select the best applicant. If necessary, the instructor should point up areas overlooked.
4. If possible, have a personnel manager from a local industry conduct interviews for a typical job. He should interview 2-5 trainees and record his selection on a card. Have the class choose the best applicant and give their selection to the instructor. Compare the choices of the class and the personnel manager. If their choices differ, the instructor should lead the class in a discussion to determine why the personnel manager made the choice he did. A special effort should be made to inform the trainees that many times only one candidate can be selected even though all appeared to have conducted themselves well. Emphasize the importance of trying again.

IV & V. Method and Evaluation:

The method is outlined above; evaluation should be based on how well the class applies criteria established in group discussion. A tape recorder or video-tape recorder would be invaluable in allowing the trainees to evaluate themselves.

VI. Materials:

A. Classified section of various newspapers

B. Tape recorder or video-tape recorder

C. Full-length mirror near the door labeled, "would you hire me?" (an old gimmick, but effective)

D. Films:

1. Job Interview: Men (R/CU Library)
2. Job Interview: Women (R/CU Library)

## References

### Applying for a Job


Halsey, George D. Selecting and Inducting Employees. New York: Harper & Brothers, 1951. Appendix B, Figures V-5 through V-14.

Keily, Helen J. and Walters, R. G. How to Find and Apply for a Job. 2d ed. Cincinnati: South-Western Publishing Company, 1960. Pp. 29-40, 57-71.

Kimbrell, Grady and Vineyard, Ben S. Succeeding in the World of Work. Bloomington, Illinois: McKnight & McKnight Publishing Company, 1970. Chapter 3.

Moynihan, Paul and Jane, and Daeger, Giles A. You and Your Job: (Booklet C) How to Get It. Chicago: J. G. Ferguson Publishing Company, 1968.

Randall, Florence. Getting a Job. Palo Alto, California: Fearon Publishers, 1966. Chapters 3, 5-7.

## DEVELOPING A POSITIVE ATTITUDE
(8 hrs. instruction)

### Unit Objective

Upon completing this unit, the trainee will have a better understanding of the importance of developing a positive attitude toward life and work. He will have begun to move closer to his ideal of an effective, successful person based on a self-evaluation. The instructor will evaluate each individual by observation and administer a post test to measure individual performance.

## Lesson 1: Developing a Positive Attitude

I. Content (3 hrs. approx.)

A. Introduction

1. Get acquainted

2. Review objectives

3. Outline rules and regulations

B. Define "attitude"

1. Types

a. Positive

b. Negative

2. Effects

a. Good

b. Fair

c. Bad

II. Specific Objectives

Depending upon the achievement level of the class, or the need for variety, objectives calling for listing or explaining may be met either orally or in writing.

Each trainee will:

A. Define in writing the term "attitude"

B. List at least five characteristics exhibited by a person having a positive attitude toward life and work.

C. List at least five characteristics exhibited by a person having a negative attitude toward life and work.

D. Identify a negative characteristic (or attitudinal trait he now holds).

III. Suggested Activities

A. Have trainees introduce themselves to you and to the group, giving a little information about themselves.

Lesson 1 contd.

B. Explain the purpose of employability skills instruction

C. Distribute objective sheets for the lesson (unit).

D. Discuss in question and answer format the term "attitude." Arrange students in groups of 3-4 and have them compile a list of positive and negative character/attitude traits.

E. Have trainees role-play characters who exhibited positive or negative attitudes.

F. Have trainees complete an attitude assessment (individually).*

1. How do I see myself? (Which traits do I exhibit?)

2. How do others see me? (Which traits do others think I exhibit?)

3. How do I view a person I admire? (Which traits would I like to exhibit?)

IV. Methods

A. Discussion - lecture

B. Question - answer

C. Small group activity

V. Evaluation

A. Instructor observation

1. Appearance

2. Punctuality

3. Interaction

B. Oral review of points covered

VI. Materials

A. Objective sheets

B. Rules and regulations

C. Attitude assessment sheets

D. 3 x 5 note cards

E. Name tags (first week only, depending upon class size)

F. Pencils, chalk, etc.

Self-Evaluation*
Part I: How do I see myself?

| TRAIT | Excellent | Good | Fair | Poor | Very Poor |
|---|---|---|---|---|---|
| Attitude | | | | | |
| Courtesy | | | | | |
| Dependability | | | | | |
| Enthusiasm | | | | | |
| Friendliness | | | | | |
| Health | | | | | |
| Honesty | | | | | |
| Initiative | | | | | |
| Loyalty | | | | | |
| Open-mindedness | | | | | |
| Personal appearance | | | | | |
| Punctuality | | | | | |
| Self-control | | | | | |
| Sense of humor | | | | | |
| Tact | | | | | |

* Adapted from Kimbrell and Vineyard

[For instructor: make two more copies, one headed "How do others see me?" and one headed "How would I like to be?"]

## Lesson 2: Positive Attitude

I. Content (2 hrs. approx.)

A. Sources of attitudes

1. Parents
2. Peers
   a. Friends
   b. Co-workers
3. Immediate supervisor
4. Locale
5. Economic factors
6. Self

II. Specific Objectives

Each trainee will:

A. Orally compare the extent to which others or self influence attitude. (2 or 3 minutes)

B. Explain orally the effects of economic factors on attitudes.

C. Discuss the specific ways that he feels external factors have influenced his perceived attitude.

III. Suggested Activities

A. In a teacher-led discussion, have trainees try to discover what makes people think and believe the way they do.

B. Let trainees play Monopoly (short version) or some other money game and discuss the ways that having or not having resources affects the way people react.

C. Have students role-play parents, peers, and superiors and discuss the ways that these people can influence attitudes.

IV. Methods

A. Teacher-led discussion

Lesson 2: contd.

B. Small group activity (play games)

C. Role-play

V. Evaluation

A. Oral review

B. Short completion test: "What affects attitudes?"*

VI. Materials

A. Monopoly or Wall Street games (Enough for all to play)

B. Film or other presentation to illustrate concept of conformity or going along with the crowd

Sample Test
Positive Attitude, Lesson 2

1. What is an attitude?

   ans. An attitude is a tendency to act in a particular way; or a consistent way of looking at people, situations, etc. (or similar answer)

2. What effect do you think the amount of money you make has on your attitude toward other people, work, the government? (open end)

3. List four other factors which influence your attitude or outlook on life.

   a. Parents
   b. Friends
   c. Boss
   d. Where you live (city, country; North, South, etc.)
   e. Who you are
   (any four or similar answers)

## Lesson 3: Positive Attitude

I. Content (3 hrs. approx.)

A. Changing attitudes

1. Why change?

a. Effect on self

b. Effect on others

c. Effect on work

2. Methods of change

a. Controlling state of mind

(1) Expect success

(2) Be persistent

b. Controlling personal desire

(1) Be patient

(2) Be practical

c. Breaking habits

(1) Choose correct replacement

(2) Change by repetition

II. Specific Objectives

Depending upon the achievement level of the class or the need for variety, objectives calling for listing or explaining may be met either orally or in writing.

Each trainee will:

A. List five advantages of maintaining a positive attitude.

B. Discuss with the group, habits he has acquired and then tried to break.

C. Explain the necessary steps for breaking a habit.

D. Outline steps he is taking or will take to change or improve a negative attitude he now possesses.

III. Suggested Activities

A. Have each trainee act out some problem situation in his personal life; have him play both parts.

B. Discuss with trainees sample case studies of situations which may arise on the new job.

IV. Methods

A. Role-play

B. Discussion

C. Case study

V. Evaluation

A. Oral review

B. Short test*

Sample Test
Positive Attitude, Lesson 3

1. Do your attitudes or habits affect anyone or anything other than yourself? If so, who? What?

   Possible ans.: Yes. My attitude toward other people determines how they will act toward me. My spending habits affect my family. (or other similar answer)

2. Can attitudes be changed?

   Ans. Yes.

3. Who can change your attitude?

   Ans. Others can give support, but I have to do the changing.

4. Describe how you have attempted to break a habit or change an attitude that you consider harmful or annoying.

## References (Attitude)


Bertcher, Harvey; Gordon, Jesse.; Hayes, Michael F.; and Mial, Harry. Role Modeling - Role Playing: A Manual for Vocational Development and Employment Agencies. Ann Arbor, Michigan: Manpower Science Services, Inc., 1972. [Available from U. S. Government Printing Office: 1972 0-484-792 (102)]

Chapman, Elwood N. Your Attitude is Showing. Chicago: Science Research Associates, Inc., 1964. Chapters 1, 4, and 7.

Kimbrell, Grady and Vineyard, Ben S. Succeeding in the World of Work. Bloomington, Illinois: McKnight & McKnight Publishing Company, 1970. Pp. 67-69.

Laird, Donald A. and Eleanor. Psychology: Human Relations and Motivation. 4th ed. New York: Gregg Division, McGraw-Hill Book Company, 1967. Chapter 13.

Nightingale, Earl. Lead the Field: Management Guide. Chicago: Nightingale-Conant Corporation, 1966. Message No. 1, "The Magic Word."

Staton, Thomas F. How to Instruct Successfully. New York: McGraw-Hill Book Company, Inc., 1960. Chapters 5-8.

## DEVELOPING GOOD EMPLOYER-EMPLOYEE RELATIONS
(8 hrs. instruction)

### Unit Objective

In this unit the trainee will realize the importance of good employer-employee relations. He will know what is expected of him as an employee and what he can expect from his employer in return. He will be aware of problem situations which may arise and of ways to deal with them.

Lesson 1 (2 hrs.)

I. Content: Duties and Responsibilities of the Employee

A. Be dependable

1. Arrive on time

2. Be at work every day

3. Do work assigned

B. Be honest

1. Put in a full day's work

2. Keep accurate records

3. Admit mistakes

4. Respect company property

II. Specific Objectives

Each trainee will:

A. Arrive at the training site or classroom at least five minutes early.

B. Present an excuse in writing for each absence.

C. Not be absent more than once during the unit (unless absence is unavoidable).

D. Discuss orally reasons he is expected to be a dependable worker.

E. List five examples of employee dishonesty and their effect on the working relationship.

III. Suggested Activities

A. Show film, Your Job: Good Work Habits.

B. Discuss factors which can affect punctuality: transportation, weather, baby-sitters, sickness, etc.

C. Show film, Your Job: You and Your Boss.

D. Analyze case studies where questions of honesty arise.

IV. Methods:

A. Group discussion

B. Case study

V. Evaluation

A. Have trainees help establish criteria for evaluation.

B. Avoid downgrading for unexcused absence, etc.

C. Observe class participation in discussion.

D. Administer short answer test on points covered; or if class level permits, have trainees analyze a case study in writing.*

VI. Materials

A. Copies of case studies used (or transparency or recording, as conditions may require).

B. Film, Your Job: Good Work Habits. (R/CU Library)

C. Film, Your Job: You and Your Boss. (R/CU Library)

Lesson 2 (2 hrs.)

I. Content: Duties and Responsibilities of the Employee (contd.)

A. Be cooperative

1. Cooperate with superiors
2. Follow instructions
3. Work with, not against co-workers
4. Be able to deal with criticism

B. Show initiative

1. Look for ways to improve quality of work
2. Ask questions
3. Improve your skills
4. Be enthusiastic

II. Specific Objectives:

Depending upon the achievement level of the class or the need for variety, objectives calling for listing or explaining may be met either orally or in writing.

Each trainee will:

A. Illustrate the efficiency of cooperative effort with an episode from his own experience.

B. List three things which prevent or hinder cooperation in a work setting.

C. List three sources of training which will help him upgrade his job status.

D. Demonstrate initiative by asking questions about relevance of subject matter to specific job.

III. Suggested Activities

A. Show advantages of cooperation by having trainees perform tasks, such as wrapping packages (tying bow knot; which requires 3 hands). Observe elapsed time for trainees working alone or in pairs.

B. Have trainees give instructions for smoking a cigarette to a subject who supposedly knows nothing about it.

C. Illustrate initiative with example from baseball - fly ball: someone has to say, "I've got it."

D. To make the point referred to in sections (A, 4, d, (2)) of the main content outline clearer, explain to the trainees that the worker who is willing to put forth an extra effort and do more than is required is more likely to be considered for a promotion or pay raise. However, a distinction should be made between doing work for another person, and helping with work that could not otherwise be accomplished.

E. Show film, Your Job: Getting Ahead.

IV. Methods:

A. Question and answer

B. Small group activity

C. Demonstration

V. Evaluation

A. Observation of the group in action; everyone should participate - this unit should be fun.

B. Short answer test*

VI. Materials

A. Film, Your Job: Getting Ahead (R/CU Library)

B. Paper, string, boxes, scissors

C. Film on NASCAR Pit Crew to illustrate cooperation

Lesson 3 (2 hrs.)

I. Content: What an Employee has a Right to Expect from his Employer

A. Proper work environment

1. Adequate equipment and supplies

2. Safe working conditions

3. Appropriate breaks

B. Opportunity for advancement

1. Periodic in-service training

2. Recognition for training acquired off the job

3. Advancement based on merit (not age, race, or sex)

4. Notice of job openings in plant

II. Specific Objectives:

Depending upon the achievement level of the class or the need for variety, objectives calling for listing may be met either orally or in writing.

Each trainee will:

A. State in his own words the two major provisions of the Occupational Safety and Health Act of 1970.

B. List the types of organizations which are not allowed to discriminate because of age.

C. List the categories of persons protected from discrimination in hiring by Title VII of the Civil Rights Act of 1964. (Employers may not discriminate on the basis of: race, color, religion, sex or national origin.)

III. Suggested Activities:

A. Discuss give and take in employer-employee relations. Why should employer worry about your safety, advancement, pay; what does he expect for this? (Review last lesson)

B. Discuss provisions of various bills which insure adequate working conditions; it is not necessary to remember provisions made under each act, but each trainee should be familiar with the protection provided under the laws.

C. Discuss employee's responsibility in mattersof plant safety and advancement on the job.

IV. Methods:

A. Question and answer

B. Open discussion

V. Evaluation:

Short answer test*

VI. Materials:

A. Handouts on rights and responsibilities of employees, or

B. Transparencies

Lesson 4 (2 hrs.)

I. Content: Rights of Employee (contd.)

A. Pay adequate wages

1. Federal minimum wage

2. Raises in pay

B. Problems in employer-employee relations

1. Tardiness

2. Absenteeism

3. Dishonesty

4. Unsafe working conditions

5. Low pay

6. Dead-end jobs

II. Specific Objectives:

Each trainee will:

A. Explain orally which employers must pay minimum wage

B. List orally or in writing four things an employer might consider before giving an employee a raise.

C. Participate actively in role-playing and case study activity.

III. Suggested Activities:

A. By way of summary, discuss the interdependent relationship of employer and employee, bringing in duties and responsibilities of both.

B. Discuss and role play several problem situations which can arise because of the "wants" of both employer and employee.

IV. Methods:

A. Discussion

B. Role-play

C. Case study

V. Evaluation:

A. Short answer test on entire unit. (drawn from lesson tests)

B. Attendance

C. Participation in group activity

VI. Materials

A. Handout on minimum wage (prepared by instructor).

B. Transparencies to illustrate problem situations.

Sample Test
Employer-Employee Relations
Lesson 1

1. List five things your employer has a right to expect from you.

   ans. a. Punctuality

   b. No absence

   c. Put in full days work

   d. Keep accurate records

   e. Admit mistakes

   f. Respect company property

   g. Do your work

   (any five or similar answers)

2. What should you do if you have to be absent?

   ans. If you know ahead of time notify your supervisor so that he can reschedule his work; if the absence is unexpected, call your supervisor and let him know.

3. Do you think you should admit mistakes? Why?

   (open end)

Sample Test
Unit II
Lesson 2

1. Give two reasons for cooperating on the job.

any two
   a. Makes work go faster
   b. Helps one get along with fellow workers
   c. Makes a good impression on supervisor
   d. Makes work easier

2. Why is following instructions a form of cooperation?

   Answer: You are cooperating with your supervisor; he can't do his work unless you do yours. You can't do your work unless you know what it is you are being asked to do.

3. Name two places you can get more training.

   a. Vocational and Technical Centers

   b. In the plant where you work

4. What do you think about the old army saying - "Never volunteer for anything"?

Sample Test
Employer-Employee Relations
Lesson 3

1. List four ways your rights as an employee are protected under the law.

(any four)

   a. Safe working conditions
   b. Minimum wage
   c. Social Security Act. (disability, retirement)
   d. No age discrimination
   e. No discrimination on basis of race, color, religion, sex, or national origin

2. Name two things that you have a right to expect from your employer that are not required by law.

   a. Regular advancement
   b. Training opportunity
   c. Pleasant working conditions

## References

Age Discrimination in Employment Act of 1967. (P.L. 90-202).

Chapman, Elwood N. Your Attitude is Showing. Chicago: Science Research Associates, Inc., 1964. Chapters 6, 9, 16, and 20.

Civil Rights Act of 1964, Title VII.

Kimbrell, Grady and Vineyard, Ben S. Succeeding in the World or Work. Bloomington, Illinois: McKnight & McKnight Publishing Company, 1970. Pp. 69-78.

Occupational Safety and Health Act of 1970. (P.L. 91-596.)

DEVELOPING GOOD RELATIONS WITH CO-WORKERS
(6 hrs. instruction)

Unit Objective

In this unit the trainee will learn the importance of good co-worker relations. He will learn techniques for dealing with problems in interpersonal relations on the job. Hopefully, the trainee will realize that good interpersonal relations involve give and take; he will also learn that in order to be treated with consideration, he must first deal with others in a considerate manner.

Lesson 1

I. Content: (2 hrs.)

A. Importance of human relations

1. Satisfies basic needs

a. To be accepted

b. To be valued

2. Increases production

a. Increases profits for company

b. Raises employee wages

B. Elements of human relations

1. Adequate self-concept

a. Maintain a positive attitude

b. Develop a sense of humor

2. Feeling for others

a. Be Tactful

b. Be tolerant

c. Be understanding

II. Specific Objectives:

Depending upon the achievement level of the class or the need for variety, objectives calling for listing or explaining may be met either orally or in writing.

Each trainee will:

A. Explain the need for good interpersonal relations on the job.

B. Illustrate the basic elements (sense of humor, tact, etc.) of human relations, with a short anecdote from his own experience.

C. Prepare a list of five problem situations which could strain or inhibit good relations with fellow employees.

III. Suggested Activities:

A. In open discussion or question and answer format, show the need for good relations among co-workers.

B. Give each trainee an opportunity to use his own experiences to illustrate good and bad human relations techniques or practices.

C. Show and discuss the film, Your Job: Fitting In.

D. Divide the class into small groups and have them prepare a list of five problem situations to discuss during the next class session. They may either write them down or report orally. Have one class member or the instructor list them on the board.

IV. Methods

A. Discussion or question and answer

B. Small group activity

V. Evaluation

A. Participation in discussion

B. Quality of insight by small groups

C. Willingness to share experience

VI. Materials:

A. Pencils and paper

B. Chalkboard

C. Film, Your Job: Fitting In (R/CU Film Library)

Lesson 2

I. Content: (4 hrs.)

A. Problems in human relations

1. Gossip
2. Goldbricking
3. Teasing and criticism
4. Man-Woman
5. Arguments and fights

B. Techniques or methods of dealing with problems

1. Listen more than you talk
2. Consider the other person's point of view before you lose your temper
3. Remember, teasing can be a sign that people like you
4. Don't hesitate to talk things out
5. Don't try to impress your co-workers
6. Build new friendships carefully
7. Realize that you can learn a lot from other people

II. Specific Objectives:

Each trainee will:

A. Define orally the following terms: tact, tolerance, self-concept, and goldbricking.

B. Role-play a problem person from the list of situations compiled in the previous class meeting.

C. Discuss ways of handling problem situations as dramatized in role-play.

D. List orally or in writing, five things which are important elements of good human relations.

III. Suggested Activities:

A. In role-playing the problem situations mentioned above, have one trainee play the problem person, another trainee play a co-worker and another

the supervisor. This should provide the trainees with experience in looking at problems from all sides.

B. Show the film series, Dealing with Problem People, at appropriate points during the role-play activity.

1. "The Scoffer" (8 min.)
2. "The Disorderly Worker" (8 min.)
3. "The Hothead" (8 min.)
4. "The Forgetter" (8 min.)

C. Have trainees summarize in open discussion, the problems dealt with above and discuss possible solutions. Try to abstract some guidelines for good human relations in the trainees' own words and write them on the board.

IV. Methods:

A. Role-playing

B. Group discussion

V. Evaluation:

A. Oral review of unit

B. Participation in role-playing and discussion

VI. Materials:

A. Films, Dealing with Problem People (4 units) (R/CU Film Library)

B. Chalkboard

## References

Chapman, Elwood N. Your Attitude is Showing. Chicago: Science Research Associates, Inc., 1964. Chapters 11-15.

Kimbrell, Grady and Vineyard, Ben S. Succeeding in the World of Work. Bloomington, Illinois: McKnight & McKnight Publishing Company, 1970. pp. 79-82.

Laird, Donald A. and Eleanor. Psychology: Human Relations and Motivation. 4th ed. New York: Gregg Division, McGraw-Hill Book Company, 1967. Chapters 10 and 14.

## DEVELOPING MONEY MANAGEMENT SKILLS

(8 hrs. instruction)

### Unit Objective

Upon completing this unit, the trainee will have acquired the basic money management skills required to make a family budget and use credit wisely; he will also understand methods and terminology used in the credit industry.

Lesson 1

Preparing a Spending Plan (4 hrs. inst.)

If possible, have trainees make a list of all the bills and expenses they have and bring it with them to the first session. The HFC booklet, "Your Budget," contains a good step-by-step plan for making a budget and is the basis for this lesson.

I. Content:

A. Purpose of budget

1. Rising cost of living
2. Unexpected expense
3. Security in knowing you have planned ahead

B. Construction of budget (HFC plan)

1. Goals
2. Income
3. Future fixed expenses
4. Future flexible expenses
5. Unpaid bills
6. Day-to-day expenses
7. Personal allowances
8. Preliminary spending plan
9. Revise, cut back if necessary
10. Final plan

II. Specific Objectives:

Each trainee will:

A. Explain orally the advantages of formulating a systematic spending plan.

B. Work out in writing a plan for his family spending.

III. Suggested Activities:

A. Show film, Using Money Wisely; this is a good introduction to the concept of money management.

B. Introduce the HFC material and help each trainee work through the various steps involved.

C. When each trainee has reached the trial plan stage, introduce the Batista-Olivieri book to the class. It should be helpful, as it pulls no punches.

IV. Methods:

A. Discussion

B. Demonstration

V. Evaluation:

The successful completion of a written family spending plan should be evidence that the objectives have been met.

VI. Materials:

A. Film, Using Money Wisely. (R/CU Library)

B. Household Finance Corporation booklet "Money Management: Your Budget" (copy for each trainee)

C. Transparencies of the charts in HFC booklet

D. Perhaps an adding machine

E. Pencils, paper, etc.

Lesson 2

Saving & Use of Credit (4 hrs. inst.)

I. Content:

A. Saving

1. Bank

2. Savings and loan association

3. Credit union

4. Investments

a. Stock

b. Bonds

c. Real estate

B. Credit

1. Types

a. Personal loan

b. Mortgage

c. Installment contract

2. Sources

a. Bank

b. Savings and loan association

c. Credit union

d. Government agencies

e. Life insurance policy

f. Loan or finance company

C. Use of credit

1. When to borrow

2. Where to borrow

3. How to borrow

II. Specific Objectives:

Each trainee will:

A. List three reasons for saving on a regular basis.

B. Explain which type of financial institution will give the highest return for the use of his money.

C. Explain orally the following terms: finance charge, annual percentage rate, deferred payment price, and security or collateral.

D. Explain orally the advantages and disadvantages of borrowing money from: (1) a bank, (2) a finance company, and (3) a credit union.

E. Given a typical credit contract, explain orally each term or item included, with an accuracy of 80%. (See sample from Kiplinger's Teacher's Journal*)

F. Given a typical charge account statement, demonstrate for the class how the finance charge was calculated. (See Kiplinger's Teacher's Journal, p.6*)

G. Given a list of consumer goods and imaginary financial situations, demonstrate the wise use of credit by selecting items that could logically be bought on credit, with an accuracy of 80%. (See page 3, Kiplinger's Teacher's Journal*)

III. Suggested Activities:

A. Invite a loan officer from a bank to explain the procedure for obtaining a loan.

B. Invite an officer from a savings and loan association to explain the savings plans.

C. Discuss with trainees alternatives to buying on credit: pay cash, save until you can pay cash, forget about it, etc.

D. Have half the class devise a financial problem for an imaginary family, and have the other half of the class work together to suggest possible solutions to the problem.

E. Have each student locate and identify three ways finance charges are computed on charge and credit card accounts: (1) previous balance, (2) average daily balance, and (3) adjusted balance; and work through a few examples of each type.

IV. Methods:

A. Demonstration

B. Group problem-solving

C. Discussion

V. Evaluation:

A. Short answer test* (use the review questions on page 3 of Kiplinger's Teacher's Journal as a guide)

VI. Materials:

A. Sample credit contract

B. Sample charge account statement

C. Transparencies of the above

D. Paper & pencil

# What's in a credit contract?

Seller's Name: ROCK MUSIC SHOP
MID CITY, MASS.

Contract # 223 B

RETAIL INSTALLMENT CONTRACT AND SECURITY AGREEMENT

The undersigned (herein called Purchaser, whether one or more) purchases from _____ (seller) and grants to _____ a security interest in, subject to the terms and conditions hereof, the following described property.

| QUANTITY | DESCRIPTION | AMOUNT | |
|---|---|---|---|
| | STEREO PHONO | 240 | 00 |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| Description of Trade-in: | | | |
| | | | |
| | | | |
| | Sales Tax | 10 | 00 |
| | Total | 250 | 00 |

PURCHASER'S NAME SAM SMATHERS
PURCHASER'S ADDRESS 111 LAKE DRIVE
CITY MID CITY STATE MASS. ZIP 21010

| | |
|---|---|
| 1. CASH PRICE | $250.00 |
| 2. LESS: CASH DOWN PAYMENT $ | |
| 3. TRADE-IN | |
| 4. TOTAL DOWN PAYMENT | $NONE |
| 5. UNPAID BALANCE OF CASH PRICE | $250.00 |
| 6. OTHER CHARGES: NONE | $ — |
| | — |
| 7. AMOUNT FINANCED | $250.00 |
| 8. FINANCE CHARGE | $ 67.22 |
| 9. TOTAL OF PAYMENTS | $317.22 |
| 10. DEFERRED PAYMENT PRICE (1+6+8) | $317.22 |
| 11. ANNUAL PERCENTAGE RATE | 24 % |

Purchaser hereby agrees to pay to ROCK MUSIC SHOP at their offices shown above the "TOTAL OF PAYMENTS" shown above in 24 monthly installments of $13.22 (final payment to be $13.16) the first installment being payable OCT. 15 1971, and all subsequent installments on the same day of each consecutive month until paid in full.

Insurance Agreement

The purchase of insurance coverage is voluntary and not required for credit. CREDIT LIFE insurance coverage is available at a cost of $ 20.00 for the term of credit.

I desire insurance coverage

Signed _____ Date _____

I do not desire insurance coverage

Signed Sam Smathers Date SEPT. 15, 1971 Signed Sam Smathers

Notice to Buyer: You are entitled to a copy of the contract you sign. You have the right to pay in advance the unpaid balance of this contract and obtain a partial refund of the finance charge based on the "Actuarial Method."

# What's in a monthly bill?

## Any Store U.S.A.

MAIN STREET—ANY CITY, U.S.A.

MISS ELIZABETH CUPPOLLA
14 ST MARKS LANE
GREENVILLE SOUTH DAKOTA 21803

AMT. PAID $ _____

TO INSURE PROPER CREDIT RETURN THIS PORTION WITH YOUR PAYMENT

| PREVIOUS BALANCE | FINANCE CHARGE 50 CENT MINIMUM | PAYMENTS | CREDITS | PURCHASES | NEW BALANCE | MINIMUM PAYMENT |
|---|---|---|---|---|---|---|
| 40.00 | .60 | 10.00 | 2.50 | 8.50<br>7.00 | 43.60 | 10.00 |

FINANCE CHARGE IS COMPUTED BY A "PERIODIC RATE" OF 1½% PER MONTH (OR A MINIMUM CHARGE OF 50 CENTS FOR BALANCES UNDER $33.33) WHICH IS AN ANNUAL PERCENTAGE RATE OF 18 % APPLIED TO THE PREVIOUS BALANCE WITHOUT DEDUCTING CURRENT PAYMENTS AND/OR CREDITS APPEARING ON THIS STATEMENT.

NOTICE

PLEASE SEE ACCOMPANYING STATEMENT(S) FOR IMPORTANT INFORMATION.

SEPT. 10

PAYMENTS, CREDITS OR CHARGES, RECEIVED AFTER THE DATE SHOWN ABOVE THE ARROW, WHICH IS THE CLOSING DATE OF THIS BILLING CYCLE, WILL APPEAR ON YOUR NEXT STATEMENT. TO AVOID ADDITIONAL FINANCE CHARGES PAY THE "NEW BALANCE" BEFORE THIS DATE NEXT MONTH.

ANY STORE, U.S.A. MAIN STREET, ANY CITY, U.S.A.



These forms are designed to be used with the *Changing Times* article, "Using credit: key words you need to know" (CT/p.37). See guide to teaching, p.3 of this *Teacher's Journal*. Kiplinger Washington Editors, Inc., grants permission to reproduce this page for classroom use.

# Using credit: key words to know CT/P. 37

## GUIDE TO TEACHING

### Introducing the topic

You might begin by making multiple copies of the linemaster on p. 6 of this *Journal*. When all students have copies, ask them: What do you think are the important points of this contract? What questions would you ask before you signed such a contract? How could you tell from this monthly bill if the retailer was charging you too much interest?

Have students refer to the handout while reading and discussing the article.

### Cognitive and affective goals

*Facts and skills.* The first two sets of exercises in the next column are designed to check the student's understanding and knowledge of information contained in the article and his ability to apply that knowledge to some specific situations. The exercises should also help develop the following skills: *recall meaning of terms; compute interest costs; compare credit costs; decide among alternatives.* We suggest the following answers: 1-B; 2-A; 3-C; 4-E; 5-D; 6-B; 7-C.

In order to do the "compute rates" exercise in the next column, students will need to refer to the examples given on p. 38 of the article.

*Concepts and generalizations.* The exercises for inquiry and discussion are designed to be open-ended with no "right" or "wrong" answers. During discussion you might encourage students to make and challenge generalizations such as: pay cash and save; buying on credit leads to disaster. The article can be the basis for developing concepts such as: *thrift; extravagance; careful management.*

*Values and attitudes.* You might conclude the lesson by discussing questions such as: When is it wise to buy on credit? When is it wiser to wait until you have cash? Are department stores justified in applying a credit charge? Who should decide what is fair and what is unfair in determining credit charges?

### Beyond the classroom

Ask teams of students to visit nearby retail stores that sell on the instalment plan. Have them survey methods that each uses in determining credit charges. After a report is given, the class can compute and compare interest costs on a $100 item bought on credit at each store.

## EXERCISES FOR REVIEW

*DEFINE TERMS. Place the letter representing the definition before the term it defines.*

| | |
|---|---|
| ___1. Finance charge | A. Total finance charge as a percentage average credit balance |
| ___2. Annual percentage rate | B. Dollar cost of credit |
| ___3. Previous balance method of computing interest | C. Interest figured on balance outstanding at start of last billing cycle |
| ___4. Average daily balance | D. Finance charges computed after payments are deducted |
| ___5. Adjusted balance method of computing interest | E. Average of actual amount outstanding every day of a billing period |

*COMPUTE RATES. Circle the best answer.*

6. Your previous department store balance was $100. You paid off $20. The department store uses the previous balance method for figuring interest. Your actual interest charges, assuming an annual percentage rate of 18%, would be (A) $2.50; (B) $1.50; (C) $1.00; (D) 50 cents.

7. Assume your store uses the adjusted balance method of figuring interest rates. Your interest cost for the above example would then be about (A) $2.00; (B) $1.80; (C) $1.20; (D) $1.00.

*ESTABLISH GUIDELINES. When deciding whether or not to buy on credit, in what order of importance would you put the following?*

___A. Immediate desire for an item.
___B. Need for a product or service.
___C. Ability to meet payments.
___D. Opportunity for a bargain.
___E. Total cost of buying on credit.

*APPLY GUIDELINES. Consider the following opportunities and check those items you would buy on time (T); with cash (C); delay or pass up (P):*

___A. A $150 portable TV set is on sale at one-third off, with interest charges based on the previous balance method. You have enough to pay cash, but you wouldn't be able to get a hi-fi you also want.

___B. A car is offered at a bargain price. You need a car to get to your part-time job, but you already have as many monthly payments as you can manage.

___C. You want new furniture for your room. You find that if you buy it on the instalment plan, it will cost you 25% more than if you pay cash. But you won't have enough cash to buy it for another six months.

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Batista-Olivieri, Israel. How to Get Out of Debt and Enjoy Your Income. New York: Exposition Press, 1965.

Kimbrell, Grady and Vineyard, Ben S. Succeeding in the World of Work. Bloomington, Illinois: McKnight & McKnight Publishing Company, 1970. Pp. 153-335.

Teacner's Journal, Vol. 2, No. 3 (Nov., 1971), Washington, D. C.: Changing Times Education Service.

"Teaching Money Management." Illinois Teacher of Home Economics, Vol. VI, No. 3 (Nov., 1962).

"Using Credit: Key Words You Need to Know." Changing Times, (Nov., 1971), 37-8.

"Your Budget." Rev. 1967, Household Finance Corporation, Money Management Library.

## DEVELOPING POSITIVE PERSONAL CARE ATTITUDES

(6 hrs. instruction)

### Unit Objective

The trainee will develop a positive attitude toward good grooming, health and safety habits. He will understand the importance of these concepts as they relate to his success as a family member, fellow-worker and employee.

Lesson 1

I. Content

A. Personal hygiene

1. Bathing

2. Care of hair

3. Care of teeth

4. Care of hands and feet

B. Health

1. Physical

a. Eat properly

b. Exercise regularly

c. Get enough sleep

d. Get checkups regularly

2. Mental

a. Develop positive attitudes

b. Do not worry unnecessarily

c. Learn to enjoy and appreciate life

3. Social

a. Meet civic responsibilities

b. Participate in community affairs

II. Specific Objectives

Each trainee will:

A. List five elements of good grooming.

B. Explain the importance of good personal hygiene and grooming habits as they relate to his status as a prospective employee.

C. Develop with fellow trainees a checklist of good health and grooming habits.

D. Discuss three ways to maintain a good outlook on life (proper mental health).

III. Suggested Activities

Stress to trainees the fact that good grooming and personal hygiene are continuing activities, not just something reserved for dates, Sundays or job interviews.

A. Open a discussion of cleanliness and acceptance on the job, using television commercials as reference material. (Mouthwash, dandruff shampoo, etc.)

B. Show and discuss the film, Steps Toward Maturity and Health (ties the three phases of health together: social, physical and mental.)

IV. Method

A. Discussion

B. Demonstration (where necessary)

V. Evaluation

Trainees should be able to list the important elements of physical and mental hygiene. They should also know how often to perform such grooming activities as bathing, washing hair, brushing teeth, etc. (A sample checklist and test are included.*

VI. Materials

A. Film, Steps Toward Maturity and Health, 1968 (10 min., color)
Available from Kent State University Educational Rental Films - $5.00

B. Transparencies (if desired)

C. Health and hygiene checklist*

Sample Test

Lesson 1

1. How often should you:

   a. Wash your hair? (once a week)

   b. Take a bath or shower? (every day)

   c. Brush your teeth? (twice a day)

   d. Visit the dentist for a checkup? (twice a year)

2. Give three reasons good personal health and grooming habits are important.

   Ans. a. Makes you nice to be with

   b. Your family depends on you as a wage earner

   c. If you're sick, you can't work

   d. You feel better

3. List four ways to insure good health.

   Ans. a. Eat properly

   b. Exercise regularly

   c. Get enough sleep

   d. Get checkups regularly

4. How can you improve your mental health?

   Possible ans. Try to maintain a positive outlook; try to list at least five good things that happen to you every day. Look for ways to help other people.

How often should you:

| | Twice a day | Every day | Every other day | Once a week | Once a month | Twice a year | Once a year | Never |
|---|---|---|---|---|---|---|---|---|
| 1. Take a bath or shower | | | | | | | | |
| 2. Wash your hair | | | | | | | | |
| 3. Brush your teeth | | | | | | | | |
| 4. Use deodorant | | | | | | | | |
| 5. Use foot powder or spray | | | | | | | | |
| 6. Change underwear | | | | | | | | |
| 7. Change socks or stockings | | | | | | | | |
| 8. Wash your face | | | | | | | | |
| 9. Clean under your nails | | | | | | | | |
| 10. Brush your hair | | | | | | | | |
| 11. Cut your hair | | | | | | | | |
| 12. Use a mouthwash | | | | | | | | |
| 13. See a dentist for a checkup | | | | | | | | |
| 14. See a doctor for a physical | | | | | | | | |
| 15. Have your eyes checked | | | | | | | | |

Lesson 2

I. Content

A. Safety

1. Traffic

2. Home

3. Work

4. Recreational

II. Specific Objectives

Each trainee will:

A. Identify in writing the most common causes of accidents at home, at work, at play and on the road.

B. Identify by pointing to or marking with a check mark, the unsafe items in a series of pictures, with 90% accuracy.

C. State orally the three main elements of living and working safely.

III. Suggested Activities

A. Begin the lesson by using the question-answer technique on accident statistics, e.g., "Did you know that most people who are killed in traffic accidents are killed within 25 miles of their home?" (The National Safety Council can probably provide you with all the statistical information you can use.)

B. Use transparencies or handouts depicting unsafe conditions at home, at work, etc. Have the trainees point out the hazards.

C. To reinforce the trainees' safety consciousness, hold a contest in which the trainee who identifies the most safety hazards or unsafe practices in the skill-training portion of his daily activities (over a period of a week, for example) is rewarded or recognized in some way. The trainee's picture might be posted with the caption, "Most Safety Conscious," or similar title.

D. After activities designed to arouse interest and cause the trainees to begin thinking about safety, show and discuss a film(s) on the various areas of safety. (There are many films available, some of which are listed below; The Inner Mind of Milton Whitty is recommended by reviewers.

IV. Methods

A. Question-answer

B. Group exercise

C. Discussion

V. Evaluation

A short answer test on the causes, prevention and nature of accidents.

VI. Materials

A. Transparencies or handouts

B. Paper and pencil

C. Suggested films:

1. Down and Out (R/CU Library)
2. On Every Hand (R/CU Library)
3. The Inner Mind of Milton Whitty (AIM - $25/week)
4. Electrical Safety in the Home (Kent State)
5. The National Drivers Test (Kent State - CBS)

## References


Association Instructional Materials
5797 New Peachtree Rd.
Atlanta, Georgia 30340

Audio-Visual Services
Kent State University
Kent, Ohio 44242

National Safety Council
425 N. Michigan Avenue
Chicago, Illinois 60611

Osborn, William C. et. al. An Instructional Program for Employability Orientation. Alexandria, Virginia: Human Resources Research Organization, 1972.